

## B-C GRAMMAR NUMBER 1 ELEMENTARY

114 Hook Avenue  
West Columbia, SC 29169

**GRADES** K-5 Elementary School

**ENROLLMENT** 346 Students

**PRINCIPAL** Jerry Hicks 803-739-4075

**SUPERINTENDENT** Barry F. Bolen 803-739-8399

**BOARD CHAIR** Jerry S. Chitty 803-796-4708

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

**ABSOLUTE RATING:** **GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	48	48	1	0

**IMPROVEMENT RATING:** **UNSATISFACTORY**

**ADEQUATE YEARLY PROGRESS:** **NO**

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

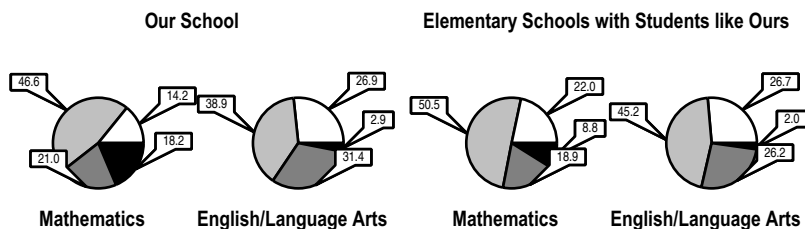
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

	<b>Definition of Critical Terms</b>
	<b>Advanced</b> Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b> Well prepared to work at next grade level; met expectations
	<b>Basic</b> Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b> Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	22	60	33
Percent satisfied with learning environment	77.3%	78.0%	87.1%
Percent satisfied with social and physical environment	86.4%	76.3%	66.7%
Percent satisfied with home-school relations	45.5%	84.7%	83.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	194	99.5	26.9	38.9	31.4	2.9	34.3	17.6
Gender								
Male	105	100.0	31.2	40.9	28.0	N/A	28.0	17.6
Female	89	98.9	22.0	36.6	35.4	6.1	41.5	17.6
Racial/Ethnic Group								
White	84	100.0	16.5	32.9	46.8	3.8	50.6	17.6
African-American	96	99.0	38.1	45.2	15.5	1.2	16.7	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	163	99.4	22.4	38.8	35.4	3.4	38.8	17.6
Disabled	31	100.0	50.0	39.3	10.7	N/A	10.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	194	99.5	26.9	38.9	31.4	2.9	34.3	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	192	99.5	26.9	38.9	31.4	2.9	34.3	17.6
Socio-Economic Status								
Subsidized meals	115	99.1	36.1	45.4	16.5	2.1	18.6	17.6
Full-pay meals	79	100.0	15.4	30.8	50.0	3.8	53.8	17.6

Mathematics								
All students	194	100.0	14.2	46.6	21.0	18.2	39.2	15.5
Gender								
Male	105	100.0	12.9	45.2	20.4	21.5	41.9	15.5
Female	89	100.0	15.7	48.2	21.7	14.5	36.1	15.5
Racial/Ethnic Group								
White	84	100.0	5.1	34.2	30.4	30.4	60.8	15.5
African-American	96	100.0	23.5	57.6	12.9	5.9	18.8	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	163	100.0	10.1	47.3	22.3	20.3	42.6	15.5
Disabled	31	100.0	35.7	42.9	14.3	7.1	21.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	194	100.0	14.2	46.6	21.0	18.2	39.2	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	192	100.0	14.2	46.6	21.0	18.2	39.2	15.5
Socio-Economic Status								
Subsidized meals	115	100.0	22.4	57.1	12.2	8.2	20.4	15.5
Full-pay meals	79	100.0	3.8	33.3	32.1	30.8	62.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	65	N/A	26.7	33.3	30.0	10.0	40.0
	Grade 4	57	N/A	26.3	28.1	43.9	1.8	45.6
	Grade 5	48	N/A	27.1	37.5	27.1	8.3	35.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	98.3	17.6	31.4	45.1	5.9	51.0
	Grade 4	70	100.0	26.6	37.5	32.8	3.1	35.9
	Grade 5	66	100.0	35.0	46.7	18.3	N/A	18.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	65	N/A	38.7	27.4	9.7	24.2	33.9
	Grade 4	57	N/A	17.5	38.6	22.8	21.1	43.9
	Grade 5	48	N/A	20.8	27.1	18.8	33.3	52.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	15.4	42.3	26.9	15.4	42.3
	Grade 4	70	100.0	18.8	35.9	20.3	25.0	45.3
	Grade 5	66	100.0	8.3	61.7	16.7	13.3	30.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 346)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.8%	Down from 3.0%	2.7%	2.4%
Attendance rate	95.8%	Up from 95.4%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	34.7%	Up from 32.5%	12.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.1%	Down from 9.6%	8.6%	8.0%
Older than usual for grade	0.3%	N/A	1.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	51.9%	Down from 57.1%	47.0%	50.0%
Continuing contract teachers	96.3%	Up from 92.9%	86.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.4%	Up from 85.5%	87.1%	86.2%
Teacher attendance rate	96.7%	No change	95.2%	95.3%
Average teacher salary	\$42,097	Up 2.5%	\$39,337	\$39,909
Prof. development days/teacher	8.6 days	Down from 11.2 days	11.6 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio	19.4 to 1	Up from 18.4 to 1	18.7 to 1	18.9 to 1
Prime instructional time	91.7%	Up from 91.1%	89.5%	89.7%
Dollars spent per pupil*	\$7,421	Up 4.9%	\$5,651	\$5,892
Percent spent on teacher salaries*	64.8%	Up from 64.3%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Down from 100.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

B-C Grammar School No. 1 first opened its doors in September 1952. Our PTA and school have been active in celebrating our 50 years with musicals, a drop-in for former staff and students, and a 50's sock hop. Jerry Hicks, an educator with 28 years administrative experience and a former student at B-C #1, began as principal last year.

B-C Grammar School No. 1 is a Palmetto Silver Award recipient. B-C #1 has maintained an "All Clear" rating from the State Department of Education. Our school achieved full accreditation from the Southern Association of Colleges and Schools, which it has done since 1972. Our school community completed a self-study, which can be viewed on our website. Language arts has been the main direction for in-service since our self-study. We moved from an emphasis on reading to improving our teachers' knowledge in writing. Our faculty studied the book, *Writing Through Childhood: Rethinking Process and Product*. We realize that it is extremely important that parents read to their children every day and have emphasized this by having Family Reading Nights for the past seven years. We have supplemented the reading program of our regular teachers with help from reading specialists who use the Reading Recovery Program, literacy groups, and the SOAR Program. Additional academic help is available to our students through an after-school tutorial program for grades 4 and 5 funded by a 21st Century Challenge Grant. This Grant serves parents by funding adult education opportunities.

B-C No. 1 is a magnet school for the OASIS Academy, a full-day academically accelerated program for selected students who qualify for state gifted and talented services. We offer one class in each grade, 3 - 5. We have a full-time guidance counselor, full-time nurse, a school-based mental health counselor, and a First Steps parent educator. We have four teachers who are National Board certified and one who is finishing up the process. Our Teacher of the Year is Tami Richardson, a third grade teacher. Our Staff Person of the Year is Kathy Watts, our computer lab aide. We had eight students who received the President's Academic Fitness Award. One of our students won the 4th Grade District Spelling Bee.

Jerry Hicks, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.